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ABSTRACT

In 1973, Pennsylvania Secretary of Education John C. Pittenger declared legal education a curriculum priority of the Department of Education. A major component of this curriculum development was the formation of the goals of legal education. The goals were formulated in terms of student competencies. This publication lists these competencies, which give direction in the teaching of law-related education at the primary, intermediate, and secondary levels. The publication's four major sections include a list of concepts that students will have achieved at the end of the 12th grade and subcompetencies to be developed at the primary, intermediate, and secondary levels. Each of the four sections is organized into three categories: (1) Groups Establish Certain Acceptable Behavior, which focuses on the need for rules to protect both the individual and society: (2) Groups Differentiate Between Acceptable and Unacceptable Behavior, which relates to the varied types of unacceptable and illegal behavior, and legitimate authority; and (3) Groups React in Varied Ways to Acceptable and Unacceptable Behavior, which emphasizes enforcement and correction. (Author/RM)

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Law-Related Education Competencies

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1974

Commonwealth of Pennsylvania
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John C. Pittenger, *Secretary*

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INTRODUCTION

In 1973 Secretary of Education John C. Pittenger declared legal education a curriculum priority of the Department of Education. A major component of this curriculum development was the formation of the goals of legal education. The department's concern for the student led to the goals being formulated in terms of student competencies developed by an interdisciplinary task force in the department. During the process of development, the competencies were sent to lawyers, judges, enforcement officers, correctional personnel and educators for critiques. Their suggestions were incorporated into the final list of competencies and subcompetencies.

This list will serve as the fundamental building block around which curriculum can be developed. While many new resources have become available in the past several years, each school district is unique with regard to its staff, its community and its leadership. Thus, it is hoped that these competencies will offer a unified core around which individual districts can build the many available resources into their own curriculum offerings.

This publication would not have been possible without the diligent efforts of the following specialists who served on the Task Force for Law-Related Education:

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RATIONALE OF LAW-RELATED COMPETENCIES

Purpose

Develop an educational program that clarifies the basic issue of the justice system, i.e., protecting the rights of an individual and safeguarding the security of society. This envisions the concept of law as a dynamic and changing force in society rather than a static institution. The program is seen as affecting student attitudes, values, skills and cognitive achievements on a K-12 basis.

The original list of concepts was developed on the premise that at the conclusion of 12th grade, students would achieve the listed competencies. The subcompetencies were developed more specifically according to grade-level block:

Primary: K-4
Intermediate: 5-8
Secondary: 9-12

The competencies have been organized into three categories that seem to explore the development of the law and justice system. The section *Groups Establish Certain Acceptable Behavior* focuses upon the need for rules/laws to protect both the individual and society. The concepts include both affective and cognitive aspects of the issue. There is a strong overlap between legal and political education within this area, but the competencies expressed are those specifically related to law.

Under the section *Groups Differentiate Between Acceptable and Unacceptable Behavior* the competencies relate to varied types of unacceptable and illegal behavior as well as the issue of legitimate authority.

In the last section, *Groups React in Varied Ways to Acceptable and Unacceptable Behavior* enforcement and correction are emphasized. Originally a separate section concerning punishment was included. Since the system of justice frequently combines punishment and rehabilitation, these considerations were included under a single section. This also facilitated a more positive approach to the situation.

There has been an attempt to look at law education from both a broad anthropological perspective and a specific realistic approach. How the instruction takes place will be the key to the success of the program.

The competencies have been prepared to give direction in the teaching of law-related education. Along with these, there are other components of the program that are considered equally important, such as:

1. Greater substantive background in law-related content.
2. A wide variety of resources for teacher instructional purposes.
3. Develop techniques of instruction such as simulation, use of case study analysis, research techniques and utilization of justice resource personnel.
4. Inspire students to develop a respect and understanding of the law in solving conflicts, thus generating their continuing interest and participation in the legal system.

Since our society tends to stereotype both the law and the people involved in the justice system, it is essential to develop more supportive attitudes. One of the key ways to accomplish this is through the positive use of justice personnel. It is the intention of the department to facilitate the development of this type of support system for each legal education site.

These competencies have been developed as a guide to curriculum and evaluation, with the realization that the instructional approach will influence the program drastically. This is the reason for supplying an in-service program in conjunction with the competencies. Most schools provide some instruction called for in the competencies within the general social studies program, but few have been cognizant of the implications for elementary education. It is hoped that teachers and school districts involved in legal education seriously consider the stated goals and aim toward K-12 implementation through existing or new curriculums or though those competencies and subcompetencies that seem most appropriate. The department will offer aid in evaluation so that the impact of the program can be judged on a short-term basis, although the real value of the education will depend upon long-range citizenship results. Hopefully it will encourage a more knowledgeable, more perceptive and more involved citizenry.

LEGAL EDUCATION COMPETENCIES

A. Groups Establish Certain Acceptable Behavior

1. Demonstrate the need for rules and laws within a group and between groups.
2. Identify various groups that have established rules/laws and give examples of how these regulations have furthered the purposes of the groups.
3. Analyze how laws are made and changed in various cultures and groups.
4. Identify rights that are protected by law.
5. Show respect for other people and their property.
6. Provide examples of various methods of settling disagreements.
7. Accept responsibility in observing rules/laws.

B. Groups Differentiate Between Acceptable and Unacceptable Behavior

1. Distinguish between deviant, delinquent and criminal behavior and provide examples of how society reacts to each.
2. Discriminate between civil, criminal and regulatory laws.
3. Explain the social, economic and psychological causes of unacceptable/criminal behavior.
4. Describe what constitutes *legitimate authority*.
5. Demonstrate the ability to critically analyze case studies.
6. Identify psychological, social and economic conditions that affect the actions of persons charged with implementing the system of justice.

C. Groups React in Varied Ways to Acceptable and Unacceptable Behavior

1. Define the role and limitation of various types of law enforcement in our own and other cultures.
2. Explain the reasons, and provide examples, of how society punishes people by:

   . Loss of privilege
   . Loss of property
   . Physical punishment

3. Evaluate how sentencing is affected by the nature and circumstances of the crime and the offender.
4. Differentiate between various types of correctional institutions.
5. Provide examples of how society reinforces acceptable behavior.
6. Explain ways that society attempts to change the behavior of offenders.

SUBCOMPETENCIES - LEGAL EDUCATION

Primary Level

A. Groups Establish Certain Acceptable Behavior

1. Demonstrate the need for rules and laws within a group and between groups.
   a. Demonstrate an understanding of the meaning of a group.
   b. Name the groups of which the student is a member.
   c. Demonstrate a knowledge of several ways in which familes and other groups are alike.
   d. Demonstrate a knowledge of several ways families and other groups are different.
   e. Explain the need for groups in our society.
   f. State needs for rules within a group and between groups.
2. Identify various groups that have established rules/laws, and give examples of how regulations have furthered the purpose of the groups.
   a. List rules that are followed in school, home, play, etc.
   b. Explain how rules contribute to the well-being of these groups and to the well-being of the child.
   c. Suggest additional agencies/groups which make rules/laws.
3. Analyze how laws are made and changed in various cultures and groups.
   a. Demonstrate knowledge of need for change.
   b. Explain that any group has leaders and clarify the ways people become leaders.
   c. Identify the leaders in the groups of which an individual is a member.
   d. Give examples of how rules/laws can be made by group leaders in the home, at play, at school, in the community and in the state and national governments.
   e. Provide other examples of how rules/laws can be changed.
   f. Explain the role of an individual in making/changing laws/rules.
   g. Display an understanding of how changed rules/laws affected groups in a positive or negative way.
   h. Formulate rules that could govern behavior under a new classroom environment.
4. Identify rights protected by law.
   a. Demonstrate the need for protecting rights of individuals.

b. Provide examples of how laws protect individual rights.

5. Show respect for other people and their property.

   a. Explain what the term *respect* means.

   b. Demonstrate what *good manners* are and explain why they are important to society.

   c. Define what *personal* and *public* property are.

   d. Demonstrate how action toward others will affect the behavior of others toward him/her.

   e. Display observable responsibility for personal belongings and school materials.

   f. Indicate through actions a respect for other people.

   g. Determine what personal qualities a leader should possess.

6. Provide examples of various methods of settling disagreements.

   a. Demonstrate why disagreements occur between people and groups.

   b. Suggest ways disagreements can be settled.

   c. Indicate the need for rules/laws as a means for settling disagreements.

7. Accept responsibility in observing rules/laws.

   a. Explain the meaning of responsibility.

   b. Explain how laws/rules can help in developing responsibility in each group member.

   c. Explain how responsibility of group members is a necessity for the preservation of a group.

   d. Demonstrate responsible action and adherence to school rules through daily action.

SUBCOMPETENCIES - LEGAL EDUCATION

Primary Level

B. Groups Differentiate Between Acceptable and Unacceptable Behavior

By the end of K-4, the child will:

1. Distinguish between deviant, delinquent and criminal behavior and provide examples of how society reacts to each.
   a. Define the meaning of acceptable behavior.
   b. Give examples of behaviors which are acceptable for various situations.
   c. Give examples of behaviors which are not acceptable for various situations.
   d. Indicate an understanding of how individuals and/or groups react to acceptable behavior.
   e. Indicate an understanding of how individuals and/or groups react to unacceptable behavior.
   f. Provide examples of ways in which acceptable behavior may produce positive results for the individual and the group.
   g. Provide examples of ways in which unacceptable behavior may produce negative results for the individual and the group.
2. Discriminate between civil, criminal and regulatory laws.
   a. Describe the difference between rules and laws.
   b. Describe and define civil law.
   c. Provide examples of civil laws.
   d. Define the meaning of crime to the best of his/her ability.
   e. Provide examples of criminal laws.
   f. Describe and define regulations.
   g. Provide examples of regulations.
3. Explain the social, economic and psychological causes of unacceptable/criminal behavior.
   a. Identify the reasons why people engage in unacceptable/criminal behavior.
   b. Review examples of unacceptable and criminal behavior.
   c. Determine, to the best of his/her ability, those behaviors which may be caused by, or related to, social, economic and psychological factors.

4. Describe what constitutes legitimate authority.

   a. Describe *authority*.

   b. Identify *authority figures* of the groups to which the student belongs (i.e., family, church, school).

   c. Provide examples of the legitimate functions of these authority figures.

   d. Identify municipal, state and national figures and groups of authority.

   e. Provide examples of the legitimate functions of these authority figures and groups.

5. Demonstrate the ability to critically analyze case studies related to the justice system.

   a. React orally to *selected* law-related case studies, i.e., role playing.

   b. Explain simple legal terms (lawyer, court).

6. Identify psychological, social and economic conditions that affect the action of persons charged with implementing the system of justice.

   a. Explain how people's actions are affected by prevailing conditions, i.e., (a) stress; (b) fatigue; (c) anger; (d) frustration; (e) alienation.

   b. Explain how our behavior toward others is affected by prevailing conditions.

   c. Provide examples by which rules/laws may be affected by people's behavior under prevailing conditions.

   d. Provide examples of how individual and/or group rights may be affected by the behavior/attitude of others responsible for making/enforcing rules and laws.

   e. Give examples of how people who implement the system of justice may react to certain individual and group behaviors.

SUBCOMPETENCIES - LEGAL EDUCATION

Primary Level

C. Groups React in Varied Ways to Acceptable and Unacceptable Behavior

1. Define the role and limitation of varied types of law enforcement in our own and other cultures

   a. Give examples of how groups may control unacceptable behavior of their members.

   b. Define *law enforcement*.

   c. Give examples of methods of law enforcement in past and present cultures.

   d. Explain why limitations must be placed upon the action of people enforcing rules/laws.

2. Explain the reasons and provide examples of how society punishes people by:

   . Loss of privilege
   . Loss of property
   . Physical punishment

   a. Give examples of child behavior that might be punished.

   b. List ways in which the child is denied privileges in the home, at school or in the play group.

   c. Identify ways in which punishment results in the permanent or temporary loss of personal property.

   d. Name ways in which physical punishment may be administered in the home, at school or in the play group.

3. Evaluate how sentencing is affected by the nature and circumstances of the crime and the offender.

   a. Give examples of how punishment may differ according to the offense.

   b. Give examples of how punishment may vary according to the offender.

4. Differentiate between various types of correctional institutions.

   a. Identify several types of correctional institutions.

   b. Explain what factors may determine in which institution lawbreakers may be placed.

5. Provide examples of how society reinforces acceptable behavior.

   a. Explain *reward*.

b. Identify various forms of rewards.

c. Explain how rewards affect behavior.

d. Clarify what is meant by *personal responsibility for actions.*

e. Give examples of personal actions that may produce rewards.

SUBCOMPETENCIES - LEGAL EDUCATION

Intermediate Level

A. Groups Establish Certain Acceptable Behavior

At the conclusion of the 8th grade, students will be able to:

1. Demonstrate the need for rules and laws within a group and between groups.
   a. In a given situation, predict what might happen if no laws existed.
   b. Make inferences about the reasons for given laws.
   c. Describe how acceptable behavior may differ (ethically, morally, and legally) in various groups.
   d. Compare or contrast laws designed to regulate/protect individuals and those designed to regulate/protect groups.
   e. Provide examples of how laws aid people (other than restrictive regulations, i.e., Social Security laws, welfare laws, Bill of Rights, etc.).
2. Identify various groups that have established rules/laws and give examples of how these regulations have furthered the purposes of the groups.
   a. Identify several groups which have established laws and explain how these groups have benefited from said laws.
   b. Demonstrate the manner in which various groups (legislature, judges, executives, commissions) make or alter laws.
   c. Demonstrate how laws/rules may be similar and how they might differ between:
      (1) People living in different geographic and climatic conditions.
      (2) Countries with different economic and technical bases.
      (3) Military and civilian life.
      (4) People with different religious beliefs.
      (5) Countries with different historical traditions.
3. Analyze how laws are made and changed in various cultures and groups.
   a. Develop criteria for evaluating rules/laws, e.g. compatible with society's values, enforceable, specific, etc.
   b. Compare the ways laws are made and changed in a:

(1) Monarchy	(4) Classroom	(7) Church
(2) Dictatorship	(5) School Board	(8) Corporation
(3) Democracy	(6) Athletic Event	(9) Gang

c. Use voting and majority rule as a means of decision-making.

d. Construct a law/rule for governing personal behavior in regard to activities on the playground, in the classroom or at home.

4. Identify rights that are protected by laws.

a. Construct a law/rule which students feel is necessary to protect them or a group from an injustice.

b. Indicate an understanding of *due process* by explaining its application in a civil/criminal case.

c. Identify and explain the application of the basic human rights as noted in the Bill of Rights.

d. Recognize the limitations of the rights of juveniles and determine the reasons for these limitations.

e. Provided with case studies involving problems of personal and property rights, propose and substantiate a solution.

f. Construct criteria for developing limits in authority and abuse of power on the part of group leaders.

5. Show respect for other people and their property.

a. Show concern for other people, their opinions and their property *by behavior* in the classroom, on the playground and to and from school.

6. Provide examples of various methods of settling disagreements.

a. Relate factors which create conflicts among individuals and society.

b. Presented with a conflict situation, suggest methods other than violence for resolving it.

7. Accept responsibility in observing rules/laws.

a. Explain benefits and costs of responsibility.

b. Demonstrate acceptance of rules/laws by observing those in effect within the school and community.

c. Distinguish between acceptable and unacceptable behavior by listing ways responsible behavior can be encouraged.

d. Demonstrate some dual responsibilities and rights between:

(1) Parent-child
(2) Teacher-student
(3) Employer-employe
(4) Citizen-government
(5) Friend-friend
(6) Business-customer

SUBCOMPETENCIES - LEGAL EDUCATION

Intermediate Level

B. Groups Differentiate Between Acceptable and Unacceptable Behavior

1. Distinguish between deviant, delinquent and criminal behavior and provide examples of how society reacts to each.

   a. Define deviant behavior and provide examples that are tolerated by society.

   b. Differentiate between delinquency and criminal behavior as defined in Pennsylvania law.

   c. Summarize the Juvenile Court Act and explain how it relates to the rights of children.

2. Discriminate between civil, criminal and regulatory laws.

   a. Describe summary offenses, misdemeanors, felonies and civil suits and give examples of each.

   b. Provide examples of regulatory laws.

3. Explain social, economic and psychological causes of unacceptable criminal behavior.

   a. Determine reasons for unacceptable behavior in school.

   b. Provide examples of unacceptable adult behavior and predict reasons for such.

   c. Relate instances where behavior of small groups such as gangs, peer groups, etc., may conflict with what society deems acceptable behavior, clarifying and substantiating one's own values in such a dilemma.

4. Describe what constitutes legitimate authority.

   a. Define legitimate authority.

   b. Demonstrate the need for authority.

   c. Differentiate between power and legitimate authority.

   d. Describe the role of legitimate authority in making and applying laws.

   e. Compare authority in folk groups, in monarchies, in dictatorships and in democracies.

5. Demonstrate the ability to critically analyze case studies.

   a. Identify and describe a conflict of values in a given situation.

   b. Identify information that will help in solving the problem; pose possible solutions and predict consequences of alternative action.

   c. Determine trends through an analysis of statistical charts relating to crime and delinquency.

d. Evaluate crime and justice as portrayed by TV, movies and other media.

6. Identify psychological, social and economic conditions that affect the actions of persons charged with implementing the system of justice.

a. Analyze the costs and available financial resources of the local police and court systems.

b. Demonstrate an awareness of the difficulties faced by law enforcement authorities.

c. Identify the requirements for and role of:

(1) Police personnel
(2) Lawyers
(3) Legal secretaries
(4) Legal assistants
(5) Judges
(6) Court clerk
(7) Court prothonotary
(8) Court administrator
(9) Court reporter
(10) Law librarian
(11) Correctional officer
(12) Probation and parole officer
(13) Other

SUBCOMPETENCIES - LEGAL EDUCATION

Intermediate Level

C. Groups React in Various Ways to Acceptable and Unacceptable Behavior

1. Define the role and limitation of various types of law enforcement in our own and other cultures.

   a. Explain the responsibility of parents for the behavior of their children.

   b. Justify the need to protect the rights of both the victim and the law enforcement officer in an arrest situation.

   c. Describe the role of technology and science in law enforcement.

   d. Given an example of an abuse of authority by a teacher, school official or police officer. Describe ways by which individuals can protect their rights.

   e. Explain the need for rules of evidence.

   f. Demonstrate a willingness to assume responsibilities to cooperate and assist in law enforcement.

2. Explain the reason–and provide examples–why society punishes people by taking away privileges and property and administers physical punishment.

   a. Summarize various reasons groups give for dealing with violators of rules and laws.

   b. Explain why society places a delinquent youth in an institution.

   c. Distinguish between the long-and short-range consequences of a police record.

   d. Determine what types of restrictions are placed on people convicted of a crime (probation, incarceration, parole) or on past offenders.

   e. Construct a justification to restrict excessive punishment.

   f. Demonstrate an awareness of the effect of punishment on the family of the offender.

3. Evaluate how sentencing is affected by the nature and circumstances of the crime and the offender.

   a. Give examples of different types of sentences for various types of offenses.

   b. Determine what considerations should be given when sentencing law violators.

   c. Summarize the various types of sentencing available to a judge in a juvenile proceeding.

   d. Define the terms *bail* and *bond* and compare their advantages and disadvantages to the individual and society.

e. Provide reasons why certain groups (i.e., age, sex, race) may have a higher rate of sentencing than others.

4. Differentiate between various types of correctional institutions.

   a. Explain the nature of, and problems related to, *take-in* facilities for holding arrested delinquents.

   b. Identify and describe various types of correctional institutions to which juveniles may be assigned by the court.

   c. Explain the difference between a jail and a penitentiary.

5. Provide examples of how our society reinforces acceptable behavior.

   a. Provide examples of how people's attitudes are changed by use of both material and psychological rewards.

   b. Explain the need for individuals to sometimes conform.

6. Illustrate ways that society attempts to change the behavior of offenders.

   a. Compare the advantages and disadvantages of parole.

   b. Describe the role of education in the rehabilitative process.

   c. Explain what a *community treatment center* is.

   d. Determine what types of services are or should be available for integrating past offenders into society.

SUBCOMPETENCIES - LEGAL EDUCATION

Secondary Level

A. Groups Establish Certain Acceptable Behavior

By the end of the 12th year of schooling, it is expected that students will be able to:

1. Demonstrate the need for rules/laws within a group and between groups.

   a. Identify the various types of rules, laws and regulations which society has used to regulate behavior. This should include religious laws, taboos, civil laws, criminal laws, tribal laws and societal customs.

   b. Demonstrate the need for local, state, federal and international laws.

   c. Define the need for constitutional criminal, military, and civil (e.g. contracts, tort, real property, etc.) laws.

   d. Determine the importance and limitations of international law.

2. Identify varied groups that have established rules/laws and give examples of how these regulations have furthered the purposes of the groups.

   a. Identify and provide specific examples of how rules/laws have furthered the purpose of:

      (1) Business organizations
      (2) Labor or professional organizations
      (3) Bureaucracies or service organizations
      (4) Safety, health and recreation
      (5) Special interest groups

   b. Explain how student government and school board rules and regulations further the interests of the school community.

3. Analyze how laws are made and changed in various groups and cultures.

   a. Explain and provide examples of how laws are made and changed in a democracy, i.e., legislation, administrative, judicial interpretation, regulatory statutes.

   b. Provide examples of how laws are made and changed in other political systems.

   c. Analyze the effect of the media in changing the law.

   d. Analyze the effect of special interest groups in changing the law.

   e. Suggest ways an individual citizen can influence the making and the changing of laws.

   f. Substantiate the justification for the limitations on changing the law by civil disobedience.

4. Identify rights that are protected by law.

   a. Explain how the U.S. Constitution protects human rights.

   b. Provide examples of how changing societal attitudes affected the legal protection afforded minorities.

   c. Determine the legal rights and limitations of rights related to juvenile law.

   d. Determine the responsibilities of society to the victims of crime.

   e. Identify responsibilities inherent in the exercise of a specific right.

   f. Select and defend a position relating to a law on human rights.

   g. Explain and give examples of governmental restrictions related to ownership rights.

   h. Analyze the rights or lack of rights of the dispossessed. (i.e., poor, aged or minority).

5. Show respect for people and their property.

   a. Substantiate the need for legitimate authority.

   b. Differentiate the rights and responsibilities of partners in a contract.

   c. Exhibit behavior that indicates a respect for people, their opinions and their property.

6. Provide examples of various methods of settling disagreements.

   a. Explain methods that can be used to resolve conflict in criminal and civil cases.

   b. Identify problems caused by having different sets of regulations/laws in different states, i.e., varying motor vehicle codes, environmental regulations, welfare benefits, etc.

   c. Identify laws or cases that have resulted in conflict due to their application and interpretation.

   d. Suggest methods for resolving conflict in the following areas:

      (1) Employment
      (2) Family
      (3) Housing
      (4) Freedom of speech or press
      (5) Privacy
      (6) Education
      (7) Life style

7. Accept responsibility for knowing and observing laws/rules.

   a. Identify some rules governing behavior of students within the school that could be changed for the good of all concerned.

   b. Indicate a knowledge of some service agencies in the community and explain their philosophy of operation and service.

c. Correctly fill out a sample income tax form for local, state and federal reports.

d. Demonstrate knowledge of legal procedures to follow in the case of a motor vehicle accident, the use of small claims court, acquiring building and sewage permits, obtaining passports, obtaining a marriage license, etc.

e. Demonstrate the ability to locate specific local, state and federal laws and regulations in the following: *Pennsylvania Bulletin, Purdons, Federal Register, U.S. Code, and the Local Code of Ordinances.*

SUBCOMPETENCIES - LEGAL EDUCATION

Secondary Level

B. Groups Differentiate Between Acceptable and Unacceptable Behavior

1. Distinguish between deviant, delinquent and criminal behavior and provide examples of how society reacts to each.

   a. Identify the types of behavior which are considered unacceptable in our society but which were considered acceptable in other societies.

   b. Describe the importance of societal values to tolerance for deviant behavior.

   c. Provide historical examples of societal persecution/tolerance of specific deviant behavior.

   d. Define deviant, delinquent and criminal behavior according to offenses committed and according to age and sex of offenders.

   e. Describe the relationship between values and laws which are in a state of change in our society.

   f. Identify value changes that have caused conflicts in our history and several issues which might produce conflict in the future.

   g. Provide historical examples of how society's changing values have resulted in redefining acceptable behavior.

2. Discriminate between civil, criminal and regulatory laws.

   a. Discriminate between statutory, regulatory and judge-altered laws.

   b. Provide examples of civil, criminal and regulatory laws.

   c. Explain rights that are protected by civil, criminal and regulatory laws.

   d. Identify the specific laws most frequently broken by individuals of various age brackets.

   e. Describe the major provisions of these laws.

   f. Suggest strategies for securing better compliance with these frequently abused laws.

3. Explain the social, economic and psychological causes of unacceptable/criminal behavior.

   a. Identify groups which may not receive equal treatment under the law and explain how this unequal treatment might lead to unacceptable behavior on the part of the individual.

   b. Substantiate the social, economic and psychological causes of unacceptable/criminal behavior.

c. Suggest strategies for social/economic reform to eliminate unacceptable/criminal behavior.

d. Appraise the effect of emotional and mental disturbances upon the incidence of criminal behavior.

e. Explain ways to control the psychological and emotional factors that influence unacceptable behavior.

4. Describe what constitutes legitimate authority.

a. Identify the constitutional means by which legitimate authority may be changed and legal procedures for removing people from authority.

b. Identify agencies whose authority comes from a legal source and trace the source of this authority.

c. Explain the limits of legitimate authority.

d. Describe how a citizen may lawfully show disagreement with legitimate authority.

e. Justify the need to separate the office of authority from the person in authority.

f. Explain the hierarchy of the American court system.

5. Demonstrate the ability to critically analyze data related to the law and justice system.

a. Identify the basic precepts upon which the American system of justice is based.

b. Identify and define common legal terms and special phrases with particular meaning to the court (*time is of the essence, real and present danger, without prejudice, unnecessary hardship, etc.*).

c. Determine significant facts by analysis of a case study.

d. Ascertain what legal issue is presented in a specific case.

e. Predict and defend a solution of a case study.

f. Evaluate media coverage of crime and justice with particular attention to the public right to know vs. the rights of the accused.

g. Simulate procedures and incidents related to laws and justice.

6. Identify psychological, social and economic conditions that affect the actions of persons charged with implementing the justice system.

a. Identify specialists who are responsible for implementing the system of justice.

b. Describe prejudice and its effects upon the justice system.

c. Delineate the restrictions on law enforcement personnel.

d. Compare the advantages and disadvantages of sentencing by:

(1) Judge

(2) Jury

(3) Advisory Board

(4) Community Council (i.e., as practiced in People's Republic of China)

e. Explain the problems which financial limitations place on an effective justice system.

f. Demonstrate an awareness of the difficulty of arriving at truth in a situation where the law has been violated.

g. Establish criteria for evaluating the justice system, including police, courts, correctional institutions and legislative bodies.

SUBCOMPETENCIES - LEGAL EDUCATION

Secondary Level

C. Groups React in Various Ways to Acceptable and Unacceptable Behavior

1. Define the role and limitation of various types of law enforcement in our own and other cultures.

   a. Evaluate the human variables that affect law enforcement.

   b. Analyze the consistencies and inconsistencies of law enforcement procedures.

   c. Define human rights and explain how they are protected by different societies.

   d. Differentiate between the roles and statutory limitations of local, state and federal police and regulatory agencies (consumer protection agencies, Internal Revenue Service, environmental protection agencies, public welfare caseworker, zoning boards).

   e. Evaluate the constitutional limitations of enforcement procedures.

   f. Analyze the advantages and disadvantages of using law enforcement agencies to control or discourage dissent.

   g. Describe conditions in a society which may lead to the suspension of normal law enforcement procedures.

   h. Suggest strategies for dealing with a breakdown of law enforcement.

   i. Explain the problems of enforcing laws against morally unacceptable behavior of victimless crimes (drug use, prostitution, drinking, parking violation).

2. Explain the reasons and provide examples of how society punishes people by the loss of privilege, property and life (physical punishment).

   a. Describe how society, through the centuries and in different cultures, has punished people by loss of privilege, property and life.

   b. Identify the various ways a society punishes people today.

   c. Discuss punishment vs. rehabilitation.

   d. Explain several theories and systems of punishment.

   e. Criticize the bail system as just or unjust.

   f. Compare the need for security with the need for privacy of an individual sentenced to an institution.

   g. Evaluate capital punishment and substantiate one's attitude.

   h. Describe various penalties and short-and long-range consequences for violations of laws concerning:

(1) Drugs
(2) Alcohol
(3) Motor Vehicle Code
(4) Marriage
(5) Crimes against the person
(6) Other

3. Evaluate how sentencing is affected by the nature and circumstances of the crime and the offender.

   a. Defend or oppose the view that punishment should fit the nature of the crime.

   b. Compare the advantages and disadvantages of probation.

   c. Describe how the appeal system is designed to minimize the effects of unusual punishment or trial irregularities.

   d. Evaluate the human aspect of the justice system and the variability of human judgment in determining sentences.

   e. Analyze political considerations and their effect upon sentencing.

4. Differentiate between various types of correctional institutions.

   a. Describe the need for correctional institutions.

   b. Differentiate between various types of correctional institutions; state and federal prisons, diagnostic centers, institutions for the delinquent and the neglected, community treatment centers.

   c. Provide historical examples of the evolution of correctional institutions.

   d. Demonstrate an awareness of the financial burden correctional institutions place on society.

   e. Explain the gap between the ideal and the real in correctional institutions.

   f. Analyze types of correctional procedures that might bring about change in an offender's behavior.

5. Provide examples of how society reinforces acceptable behavior.

   a. Give historical examples of how groups rewarded acceptable behavior by their members.

   b. Contrast the needs for conformity as required by groups and the individual's rights and responsibilities within the group.

   c. Illustrate the manner in which society's values are reflected in its economic, educational and political systems.

   d. Clarify one's own values in relation to society's values.

6. Explain ways that society attempts to change the behavior of offenders.

a. Discuss what is meant by rehabilitation.

b. Define and explain the implications of recidivism on the problem of crime.

c. Compare the advantages with the disadvantages of behavioral conditioning as a correctional procedure.

d. Suggest various methods for encouraging offenders to adopt socially acceptable behavior.

e. Compare and contrast the need to preserve the rights of incarcerated persons with the need for security.